DOCUMENT RESUME

ED 229 341 SP 022 058

AUTHOR Rush, W. Sherman
TITLE A Multi-Textbook, Multi-Classification, and Differential Student Assignment Approach to the Teaching of Educational Psychology: An Attempt to Meet the Needs of Students.
PUB DATE Oct 81
NOTE 20p.; Paper presented at the Annual Conferences of the Midwest Association of Teachers of Educational Psychology (Oxford, OH, October 1981; Dayton, OH, October 1982). For a related document, see ED 195 532.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Philosophy; *Educational Strategies; *Grouping (Instructional Purposes); Higher Education; Instructional Development; *Reading Material Selection; Self Evaluation (Individuals); Student Needs; *Student Reaction; *Teacher Educators; Teaching Methods; *Teaching Styles; Undergraduate Students

ABSTRACT

A study evaluated attempts to meet college students' needs through procedures involving differential reading assignments, in a variety of textbooks, based on how students classified themselves on a simple instrument. Students were placed in one of four modular groups based upon their response to an exercise, given on the first day of class, which asked them to pick the teacher, as described in four vignettes, with whom they most strongly identified. This choice then became the student's "classification" for the remainder of the module. For the attendance of lectures, students were asked to attend on those days which featured topics thought to be appealing to their "type" as revealed by their choice of teacher styles. This study report presents findings on: (1) average student grades earned by classification; (2) reading and textbook selection; (3) module in which enrolled, along with frequency of each; and (4) student ratings of the instuctor and teaching procedures. Appended is the reading list for the course as well as listings of recommended chapters by module. (JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED229341

A MULTI-TEXTBOOK, MULTI-CLASSIFICATION, AND DIFFERENTIAL STUDENT ASSIGNMENT APPROACH TO THE TEACHING OF EDUCATIONAL PSYCHOLOGY: AN ATTEMPT TO MEET THE NEEDS OF STUDENTS

W. Sherman Rush
Professor of Educational Foundations
Western Illinois University

Presented to MATEP Annual Conference
Miami University, Oxford, Ohio, October 1981
and Dayton, Ohio, October 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
W. Sherman Rush
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP 022 058

ABSTRACT

This paper is an account of the author's attempt to meet student needs through procedures involving differential reading assignments in a variety of textbooks, with such assignments based on how students classified themselves on a simple instrument. Elements of student choice were built into the procedure, as were differential attendance patterns and testing procedures. After two years of this program, which was delivered to over 450 students, results are reported in tables which show average student grades earned by classification, reading and textbook selection, module in which enrolled, along with the frequency of each. Also reported in tables are student ratings of the instructor and his teaching procedures for each of the four semesters the program was in operation. Both student achievement and satisfaction with the program appear to be high.

A MULTI-TEXTBOOK, MULTI-CLASSIFICATION, DIFFERENTIAL STUDENT ASSIGNMENT APPROACH TO THE TEACHING OF EDUCATIONAL PSYCHOLOGY: AN ATTEMPT TO MEET THE NEEDS OF STUDENTS

V. Sherman Rush
Professor of Educational Foundations
Western Illinois University

Following my four-year study of personality needs evident in my students' ratings of preferred instructor types, I decided to follow my own advice and put some strategies into action. Since I was heavily involved in a modular course structure (for a description of the modular course delivery; see Rush--2, 1976), and since I felt that for one teacher to assume chameleon-like characteristics and change into all different types at will was next to impossible, I decided to start with attempts to differentiate between student need-types in my assignments and lectures. This has been a relatively unsophisticated, yet meaningful and very conscientious effort to match content to student personality needs. I say unsophisticated because the match-ups rest on nothing more than my own hypotheses which have evolved from my years of experience in studying my students as I taught them a variety of ideas representative of the body of knowledge in educational psychology.

This approach began in the fall semester of 1980 and continued with minor adjustments through spring semester of 1982. During the second year, I did make a conscious effort to assume and project more of the behaviors implied in the vignettes representing different teacher-types, depending on the audience which I was facing. To accomplish that, I found it convenient to meet different student-types at different times.

The background for this "experiment" and details of the earlier study which gave rise to it may be found in Rush (1, 1980).

My Teaching Procedure

Each student in my sections, and students from other sections who attended my modules, were given the instructions which appear below. On the opening day of each instructional period, usually beginning with the first period devoted to a new module, students were asked to pick the teacher, as described in four vignettes (see Figure 1) with which they most strongly identified. This choice then, became one's "classification" for the remainder of the module. For attendance of lectures, students were asked to attend on those days which featured topics thought to be appealing to their "type" as revealed by their choice of teacher styles. (See Need Clusters identified in Figure 2.) In such lectures, I referred frequently to topics treated in the chapters in the various textbooks which were recommended reading for a given classification. In this manner, then, students attended on days reserved for "C" people, if that was their classification, or on days reserved for the other classifications, should they fall into a different one. There was no "set pattern" for attendance since module length varied, and days reserved for different classifications were determined by lot at the beginning of the module. Care was taken, however, to be sure that all classifications were given equal time as to topics and attendance days. In their released time, then, students were to complete the reading assignments and prepare for test periods which were scheduled at the end of every module. Each student was tested on only those readings which he/she reported that he/she had completed. Since for each module, each student was required to read only one chapter from all of those recommended for that module, an element of choice in reading material and textbook style was afforded. Careful perusal of the instructions in Appendix I will make that clear. Aside from those instructions and determination of attendance days by classification, students

were told only that this was an experimental approach which would be followed for two years and that attendance, test, and reading data would be recorded anonymously for purposes of the experiment as would student evaluations at the end of the semester. The basis of the classification scheme and the instructional procedure was not explained. Students were cooperative, and for the most part, followed the recommendations.

Figure 1: Teacher Types

With which of these teachers would you most identify?

C --- Is a teacher who organizes and structures all lessons and assignments so that you know what is expected of you, who also stresses order, neatness, clarity, logic, and who also encourages deliberation of thought and moderation of emotions.

IS --- Is a teacher who challenges your mental abilities and your ability to persist at a difficult task, who also alludes to future rewards and satisfactions to be obtained through your present efforts, who also provides problem solving tasks requiring an integration and synthesis of all your learnings, and who evaluates you mostly against a criterion of excellence.

GD --- Is a teacher who encourages you to work together and share your problems, who also helps you to become more sensitive to yourself and others, and who frequently directs reassuring and supportive comments to you or to the whole class.

A --- Is a teacher who encourages arguments and debates featuring aggressive and sometimes hostile verbalizations, who also praises your own defensiveness, and who also is sometimes critical of you and creates situations where you can be critical of others.

Figure 2: Student Classifications

Need Clusters Revealed by Identification with Vignettes

C --- This identifies students who are likely to have high needs for control. The cluster includes needs for cognitive structure, impulsivity, and order.

IS --- This identifies students who are likely to have high needs for intellectual striving. The cluster includes needs for endurance, achievement, and understanding.

GD --- This identifies students who are likely to have high needs for both gregariousness and dependency. The cluster includes needs for affiliation, autonomy, and succorance.

A --- This identifies students who are likely to have high needs for ascendance. The cluster includes needs for aggression, defendance, and abasement.

Results and Discussion

Criticism of this type of study will likely center on its external validity, or generalizability, aggravated by the use of brief vignettes as "artificial" and/or the questionable assumptions drawn from their use. I believe my earlier four-year study, using undergraduate students as raters, showed consistency among my students, who, in one course, were exposed to a variety of teacher styles represented by the other module instructors as well as the writer.

I would be the first to admit that these four teacher-types do not represent the full spectrum of teacher-types, nor do I wish to generalize farther than my own students. The specific teacher behaviors and the specific course procedures mentioned in Tables 5 and 6 may help to reduce fears about global ratings and their susceptibility to students' preconceived notions also.

One of the first questions students asked about the books, chapters, and tests was, "Are some easier than others?" Another frequent question concerns expectations for the different classifications. Of course, there was always the questions about equal difficulty of the modules. My response was always that no qualitative differences were deliberately built into the structure, the assignments, the tests, or the classifications. If the reader will examine Tables 1, 2, 3, and 4, I believe that few differences were discernible, based on the consideration of student performance. There were, of course, content differences, by classification, but that was the essence of my attempt to meet different students' unique needs. A teacher of educational psychology who believes that course content must be standardized within a given course would probably find this approach difficult to respect.

One of my suggestions in the earlier study was that a teacher who did try to meet differential student needs should see a payoff in improved student ratings of him and his instruction. Table 5 shows the writer's student ratings on the department's recommended form while Table 6 shows student evaluations of his experimental procedures. The best that can be said for both is their apparent consistency.

Small gains are evident in most items, but it could be misleading to conclude that such changes were due to the program. They might be due to other factors, such as variability between groups of student raters. The remarkable consistency of students over the past six years, the latter two of which saw this approach carried out, leads me to believe it had some effect, however. Also, the writer has witnessed improved student ratings after other innovations he has tried in past years. It is not hard to imagine that the effect might have been due to the innovation itself and nothing more.

TABLE 1

AVERAGE GRADES EARNED BY STUDENTS READING EACH TEXTBOOK BY CHAPTER, CLASSIFICATION AND MODULE

AUTHOR	CHAPTER	CLASSIFICATION	MODULE NUMBER	FREQUENCY		GRADE	
				1980-81	1981-82	1980-81	1981-82
Smith	6	Anyone	7	2	2	B+	A
	7	Anyone	5	15	5	C+	B
	8	C	1	6	4	C-	C
	9	IS	1	7	3	C+	B+
	10	GD	1	15	7	C+	B
	12	C, Elem., Sp.Ed.	3	3	5	B+	B
	13	Anyone	3	7	4	B-	B-
	14	Anyone	6	13	2	C+	B
Berliner/Gage	9	Anyone	7	12	2	B-	B
	12	Anyone	1	21	4	B-	B-
	13	C	1	6	9	B	B-
	14	IS	1	1	4	A-	C-
	15	GD	1	34	42	B+	B+
	16	Anyone	1	20	19	C+	C+
	17	C	5	31	43	B+	B+
	18	IS	5	7	4	B	B
	19	GD	5	12	22	B	B-
	20	C	3	11	4	B	B
	21	Elem.	3	2	2	B+	B+
	22	IS, Sp.Ed.	3	8	2	B+	B-
	23	GD	3	14	16	B-	B-
	29	Anyone	6	36	10	B	B+
Travers	5	Anyone	7	2	15	B+	A-
	7	C, Elem., Sp.Ed.	1	7	15	B+	B+
	8	C, Elem., Women	5	9	23	A	A
	10	GD,P.E.,F.A.,A.S.	1	14	26	A-	A-
	11	Anyone	6	12	2	A	A
	14	Anyone	3	8	13	A-	B+
Rohwer, Et.Al.	2	IS	1	18	3	B	A
	4	C	1	23	3	C	A-
	5	GD	1	27	13	B-	C-
	6	Anyone	1	17	7	D+	C+
	12	Anyone	7	41	8	B	C+
	13	Anyone	5	28	3	B	B+
	15	Anyone	3	32	58	B	B+
	16	Anyone	6	29	17	B	B+
	17	Anyone	4	8	14	C	B-
	18	Anyone	3	23	25	B	B+
Good/Brophy	5	Anyone	7	27	5	B-	A-
	6	C	1	19	11	C+	C
	7	IS	1	11	10	B-	C+
	8	GD	1	44	25	B-	B
	9	Anyone	3	5	4	B-	C
	10	IS	5	3	11	B+	B
	11	C	5	3	10	B	B
	12	C, GD	5	4	21	C-	C+
	13	GD	5	16	37	C-	B-
	14	IS, Sec.	4	9	0	A	--
	15	Sec.	4	4	0	A-	--
	18	GD	3	37	52	B	B+
	19	C	3	15	34	B-	B
	20	IS	3	11	0	B	--
	27	Anyone	6	3	20	B-	B-
	28	Anyone	6	25	0	B	--

TABLE 2

AVERAGE GRADES EARNED BY STUDENTS READING EACH TEXTBOOK

AUTHOR	OVERALL FREQUENCY		GRADE	
	1980-81	1981-82	1980-81	1981-82
Smith	68	32	C+	B-
Berliner/Gage	215	183	B	B
Travers	52	94	A-	A-
Rohwer, Et.Al.	246	151	B-	B
Good/Brophy	236	240	B-	B-

TABLE 3

AVERAGE GRADES EARNED BY STUDENTS IN EACH CLASSIFICATION

CLASSIFICATION	OVERALL FREQUENCY		GRADE	
	1980-81	1981-82	1980-81	1981-82
C	137	161	B-	B
IS	75	37	B	B-
GD	217	261	B-	B-
All Other	388	241	B-	B

TABLE 4

AVERAGE GRADES EARNED BY STUDENTS IN EACH MODULE

MODULE NUMBER	OVERALL FREQUENCY		GRADE	
	1980-81	1981-82	1980-81	1981-82
1	272	205	B-	B-
3	176	219	B-	B
4	21	14	B+	B-
5	128	179	B-	B
6	118	34	B	B-
7	84	32	B-	B

TABLE 5

INSTRUCTOR RATINGS

TRAIT	MEAN RATING ON 5 POINT SCALE, 1-HIGH TO 5-LOW			
	N	Fall 1980	N	Spring 1981
Organization, Planning	129	2.42	120	2.13
Assignments Explained, Reasonable	130	2.20	120	2.00
Generates Student Interest	130	2.57	119	2.37
Tolerant and Considerate	129	1.91	119	1.87
Personal Relationships	130	1.91	120	1.79
	N	Fall 1981	N	Spring 1982
Organization, Planning	122	2.07	112	2.16
Assignments Explained, Reasonable	124	1.96	111	1.98
Generates Student Interest	125	2.36	111	2.19
Tolerant and Considerate	124	1.84	111	1.87
Personal Relationships	124	1.68	114	1.72

TABLE 6

EXPERIMENTAL COURSE PROCEDURES EVALUATION

ITEM	MEAN RATING ON 5 POINT SCALE, 1-S TO 5-U			
	N	Fall 1980	N	Spring 1981
Attendance Requirements	129	1.43	120	1.26
Attendance Arrangements (By Classification)	130	1.62	120	1.45
Reading Requirements	130	1.82	121	1.71
Reading Arrangements, Access	130	1.94	121	1.77
Reading Recommendations (By Classification)	130	1.77	121	1.65
Lecture/Discussion Content	130	2.14	121	2.24
Test Arrangements and Process	129	1.64	121	1.50
Evaluation Scale on Test Results	124	1.88	117	1.78
	N	Fall 1981	N	Spring 1982
Attendance Requirements	128	1.47	113	1.42
Attendance Arrangements (By Classification)	128	1.71	112	1.67
Reading Requirements	126	2.14	112	2.09
Reading Arrangements, Access	125	2.26	112	2.15
Reading Recommendations (By Classification)	128	2.09	112	2.11
Lecture/Discussion Content	128	2.49	114	2.38
Test Arrangements and Process	126	1.95	113	1.89
Evaluation Scale on Test Results	125	2.13	110	2.15

Summary and Conclusions

The conclusions drawn in the earlier study prompted the approach described in this paper. Results reported herein appear to indicate that the approach tended to "equalize" student achievements as measured by their test performances/grades earned. Apparent superior performances by those who read chapters from Travers' Volume (Table 2) could be accounted for by closer scrutiny of item structures and measurement goals of chapter tests. Tables 3 and 4 show that neither the classification by student need-structure nor the module in which the student was enrolled had much effect on student performance. These results appear to have held for both years the program was in effect. Innovative or "different" approaches do generate improved student ratings of both the instruction received and the instructor. More refined approaches than the one described here and applied in courses other than educational psychology might yield similar results. The approach appears to have some merit in allowing students of any personality variation to achieve on a par with students of any other such variation. The effect of teacher-student personality clashes tends to be negligible with this approach also.

REFERENCES

1. W. Sherman Rush. "Learner/Instructional Characteristics and Student Ratings College Instruction." A paper presented to the Annual Symposium of the Northern Illinois Association for Educational Research, Evaluation and Development. May 1980, Bloomingdale, Illinois. (Subsequently listed in ERIC Resources in Education, April, 1981, ED # 195 532.)

2. W. Sherman Rush. "The LEMP at Western Illinois University: History and Current Status," MATEP Forum, Fall, 1976.

APPENDIX I

Reading Assignments for Ed.Fd. 301: Ed. Psychology--Learning

Dr. Sherman Rush

Students in a given module taught by me are encouraged to read portions of any book dealing with the topic of the module. The following five books, however, are on two hour reserve at the reserve desk in the W.I.U. Library. I have specifically recommended certain chapters for certain mods as noted below. The recommendations are further based on interest group or classification scheme to be explained at the beginning of each of my mods.

You must read one of the chapters in one of the books and be prepared to be tested on its content each time you are enrolled in one of my mods.* The book and chapter are your choice, but may be limited by availability at the time you visit the library. The tests you take will be based on the chapter you choose to study for that mod. My lectures are taken from those chapters, but I cannot cover all topics.

I have ordered some copies of each of these books to be available at the University Union Bookstore, should you desire to purchase one. Purchase is not required, however. Objectives for each mod are identical with those at the beginning of each chapter. Here are the books' titles along with comment on the organization of each.

1. M. Daniel Smith, Educational Psychology and Its Classroom Applications, Second Edition, Allyn and Bacon, 1978 (Chapters begin with statements of benefits, bothersome ideas, reasons for reading, how to assure learning from each, a list of objectives, and a rationale and background. Chapters end with summary outlines of key concepts, glossary of terms, questions for thought and discussion, situational problems to ponder, and suggested activities).

2. David C. Berliner and N. L. Gage, Educational Psychology, Second Edition, Rand-McNally, 1979 (Chapters begin with a content outline and overview. Features are marginal notations of key words, terms, and phrases. Chapters end with paragraphic summaries).

3. John F. Travers, Educational Psychology, Harper and Row, 1979 (Chapters begin with an outline. They contain many illustrative inserts and some marginal notations of key terms as well as some discussion questions. Chapters end with concluding thoughts and point-by-point summaries).

4. William D. Rohwer, Jr.; Carol P. Rohwer; and John R. B-Howe, Educational Psychology: Teaching for Student Diversity, Holt, Rinehart, and Winston, 1980. (Each chapter is introduced with a realistic vignette or story of a related behavioral or teaching episode. Chapters end with good summaries and key term outlines. Vocabulary, in this book, however, is not standard educational terminology.)

*FOR LISTINGS OF RECOMMENDED CHAPTERS BY MODULE, SEE THE FOLLOWING PAGES.

5. Thomas L. Good and Jere E. Brophy, Educational Psychology: A Realistic Approach, Second Edition, Holt, Rinehart, and Winston, 1980. (Chapters begin with outlined sets of objectives. They contain marginal notations of key-words in color. Chapters end with summary statements, sets of questions and problems, and one or more case studies with directions for study.)

MOD #1: APPLIED LEARNING THEORY

AUTHOR	CHAPTER
Smith	-- Chapter 8, "Theories of Behavior Modification," Pages 274-323 (C only) -- Chapter 9, "Teaching Verbal Responses and Concepts," Pages 324-361 (IS only) -- Chapter 10, "Teaching Problem Solving," Pages 362-391 (GD only)
Berliner/Gage	-- Chapter 12, "The Definition and Varieties of Learning," Pages 254-275 (anyone) -- Chapter 13, "Operant Conditioning: A Practical Theory," Pages 276-302 (C only) -- Chapter 14, "Information Processing: Learning Meaningful Verbal Material," Pages 303-331 (IS only) -- Chapter, "Social Learning Theory," Pages 333-348 (GD only) -- Chapter 16, "Improving the Transfer of Learning," Pages 350-363 (anyone)
Travers	-- Chapter 7, "The Nature of Learning? Pages 241-280 (C, Elem., Sp.Ed.) -- Chapter 9, "Types of Learning I: Cognitive Theories," Pages 320-373 (IS, Sec. ACAD.) -- Chapter 10, "Types of Learning II: Psychomotor and Affective," Pages 374-410 (GD, P.E., Fine Arts, Applied Science)
Rohwer, Et.Al.	-- Chapter 2, "Phases of Learning and Components of Learners," Pages 19-36 (IS only) -- Chapter 3, "Processes of Learning," Pages 37-53 (IS only) -- Chapter 4, "Basic Varieties of Learning," Pages 54-72 (C only) -- Chapter 5, "Complex Varieties of Learning," Pages 73-91 (GD only) -- Chapter 6, "The Learning Model as a Resource for Adaptive Teaching," Pages 92-108 (anyone)
Good/Brophy	-- Chapter 6, "Behavioral Perspectives," Pages 106-130 (C only) -- Chapter 7, "Cognitive Theories," Pages 131-155 (IS only) -- Chapter 8, "General Learning Principles," Pages 156-177 (anyone)

MOD #3: INSTRUCTIONAL PLANNING

AUTHOR	CHAPTER
Smith	-- Chapter 12, "Modifying Knowledge, Behavior, Feelings," Pages 436-475 (C, El.Ed., Sp.Ed., P.E.) -- Chapter 13, "Media, Teaching Strategies, and Systems," Pages 476-516 (anyone)
Berliner/Gage	-- Chapter 20, "Lecturing and Explaining," Pages 441-475 (C, SEC. ACAD.) -- Chapter 21, "Teaching by Discussion Method," Pages 476-509 (Elem.) -- Chapter 22, "Individual Instruction: Focus on the Classroom and School," Pages 510-556 (Sp.Ed., IS) -- Chapter 23, "Open and Humanistic Approaches to Teaching," Pages 557-586 (GD only)
Travers	-- Chapter 14, "The Nature of Teaching," Pages 543-592 (anyone)
Rohwer, Et.Al.	-- Chapter 15, "Patterns, Principles, and Practices of Adaptive Instruction," Pages 250-268 (anyone) -- Chapter 18, "Adapting Instruction to Diverse and Exceptional Students," Pages 310-329 (anyone)
Good/Brophy	-- Chapter 9, "Instructional Design," Pages 178-205 (anyone) -- Chapter 18, "Classroom Instruction," Pages 390-407 (GD only) -- Chapter 19, "The Physical Setting," Pages 408-432 (C only) -- Chapter 20, "Teaching Effectiveness," Pages 433-455 (IS only)

MOD #4: CLASSROOM MANAGEMENT

AUTHOR	CHAPTER
Smith	-- Chapter 11, "Managing and Motivating," Pages 394-434 (anyone)
Berliner/Gage	-- Chapter 24, "Classroom Teaching: Planning and Management," Pages 587-621 (anyone) -- Chapter 25, "Classroom Teaching: Seatwork and Recitation," Pages 622-653 (anyone)
Travers	-- Chapter 16, "Classroom Management," Pages 638-677 (anyone, or General Sec.)
Rohwer, Et.Al.	-- Chapter 17, "Managing the Classroom," Pages 292-309 (anyone)
Good/Brophy	-- Chapter 14, "Overview of Classroom Management," Pages 306-321 (IS, or General Sec.) -- Chapter 15, "Establishing and Maintaining a Good Learning Environment," Pages 322-338 (General Sec.) -- Chapter 16, "Principles and Techniques of Behavior Modification," Pages 339-363 (C, Sp.Ed., Elem.) -- Chapter 17, "Humanistic Approaches to Counseling Disturbed Students," Pages 364-387 (GD, Sp.Ed.)

MOD #5: MOTIVATION

AUTHOR	CHAPTER
Smith	-- Chapter 7, "Theories of Motivation," Pages 244-371 (anyone)
Berliner/Gage	-- Chapter 17, "The Influence of Motivation on Learning," Pages 366-379 (C) -- Chapter 18, "Personality Factors in Motivation," Pages 380-404 (IS) -- Chapter 19, "Environmental Factors in Motivation," Pages 406-435 (GD)
Travers	-- Chapter 8, "Motivation and Learning," Pages 281-319 (El.Ed., Early Childhood, Women, C)
Rohwer, Et.Al.	-- Chapter 13, "Self-Esteem, Motivation, Achievement," Pages 216-230 (anyone)
Good/Brophy	-- Chapter 10, "Some Basic Concepts," Pages 208-232 (IS) -- Chapter 11, "General Guidelines," Pages 233-258 (C) -- Chapter 12, "Teacher Expectations as Self-Fulfilling Prophecies," Pages 259-283 (C, GD) -- Chapter 13, "From the Humanistic Perspective," Pages 284-303 (GD)

MOD #6: TESTING AND EVALUATION

AUTHOR	CHAPTER
Smith	-- Chapter 14, "Uses of Evaluation and Types of Tests," Pages 518-553 (anyone)
Berliner/Gage	-- Chapter 29, "Teacher-Made Tests," Pages 722-745 (anyone)
Travers	-- Chapter 11, "Measuring and Evaluating Ability and Achievement," Pages 411-456 (anyone)
Rohwer, Et.Al.	-- Chapter 16, "Assessing Students and Evaluating Instruction," Pages 269-291 (anyone)
Good/Brophy	-- Chapter 27, "Test Construction," Pages 588-616 (anyone)

MOD #7: HUMAN RELATIONS

AUTHOR	CHAPTER
Smith	-- Chapter 6, "Groups and Individuals: The Social Psychology of Education," Pages 210-242 (anyone)
Berliner/Gage	-- Chapter 9, "The Development of Personality," Pages 167-196 (anyone)
Travers	-- Chapter 5, "Personality: Theor[illegible] Characteristics, Problems," Pages 156-195 (anyone)
Rohwer, Et.Al.	-- Chapter 12, "Interpersonal Relations and Morality," Pages 201-215 (anyone)
Good/Brophy	-- Chapter 5, "Social and Personal Development," Pages 82-102 (anyone)